

Kippax Ash Tree Primary School

Public Sector Equality Duty

What is the equality duty?

The duty (PSED) extends to all the aspects of a person's identity – known as 'protected characteristics' – that are protected under the Equality Act 2010. These are race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

The general equality duty sets out the equality matters that schools need to consider when making decisions that affect pupils or staff with different protected characteristics.

Schools must work to:

Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.

Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

School must have due regard of the need to:

Remove or minimise disadvantages

Take steps to meet different needs

Encourage participation when it is disproportionately low

The specific duties require the school to publish information to demonstrate how we are complying with the equality duty and to publish specific and measurable equality objectives.

At Kippax Ash Tree Primary School we aim to eliminate discrimination, advance equality and foster good relations. We value and appreciate the diversity of people's backgrounds and circumstances and we expect that discrimination is understood by all members of the community to be completely unacceptable. The School follows the General Public Sector Equality Duty and considers equality implications when developing and reviewing policies

We understand that PSED applies to all aspects of school life which are to do with how the school treats its pupils, prospective and former pupils and their parents and carers; how it treats its employees and how it treats members of the local community. Further, we will not discriminate because of the characteristics of another person, such as a parent or partner, with whom they are associated.

We actively seek to understand and promote equality in the context of our wider community, and we refer to local and national contexts when we review what we do. We also seek views from our pupils, partner schools and agencies, parents and carers, staff and groups in our local community. Our Inclusion policy adheres to the Equality Act 2010 and extends to the protected characteristics it defines: race and ethnicity; disability; sex; religion or belief; sexual orientation; pregnancy and maternity; and gender identity and reassignment

We recognise that it is important that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this

document

- Creates the conditions for all people to develop their self-esteem
- Uses correct terminology in referring to particular groups or individuals e.g. Inuit rather Eskimo, Native Americans rather than Red Indians.

The school views linguistic diversity positively. Pupils and staff must feel that their natural language is valued. Language used in documents will reflect and promote equal opportunities and font style and size account of the full range of readers; and access to documentation such as alternative formats such as, large print and languages other than English, or read at home will be provided when requested. Parents are consulted on their child's entry to school as to whether the parents have specific access needs.

Review of Previous Objectives Set in 2012

A review of previous objectives was undertaken to ascertain to what extent each objective had been met:

To provide learning opportunities which promote greater understanding and the building of good relations between people from different backgrounds.

Updates to our RE curriculum have included more visitors from a range of faiths and visits to a variety of places of worship.

Our long term curriculum planning includes opportunities to promote cultural diversity.

Involvement in city wide sporting fixtures and other competitions enables our children to mix with a wider cross section of peers.

Our Y6 children take part in the Leeds Children's Mayor project.

European Day of Languages has been marked in school.

We regularly review our resources, particularly our library books, to ensure they reflect society as a whole.

We hold half termly show and tell sessions for families which are linked to our homework theme and we encourage all families to attend.

We are well established on our journey towards becoming a UNICEF Rights Respecting School.

To increase the participation of children and young people from minority or vulnerable backgrounds in school life.

All pupils have a voice through our Pupil Parliament with elections held at the start of each school year.

All children participate in school visits, including residential visits in Y4, Y5 and Y6 and the school supports these financially to ensure full participation.

Y5/6 pupils have completed the Junior Award Scheme for Schools (JASS) which has been designed to recognise wider achievement. JASS develops the whole individual by offering recognition in four key areas – regular physical activity, exploring a personal interest, working for the good of the community or the environment and completing an outdoor activity or challenge.

School tracks the participation of vulnerable and minority children in clubs and actively promotes these for disadvantaged children, who are priority sign up and free places.

Following a review of communication with parents we now use text messaging, blogging, Twitter and Facebook in addition to weekly newsletters and our school website.

We work with the local extended services cluster team to provide ongoing family support for any families that may need it.

We employ members of staff specifically to work to remove barriers to learning, including one person with a brief to support vulnerable families.

Vulnerable and minority families are particularly targeted and encouraged to attend family learning sessions and parents evenings.

To promote awareness that the opportunities available to our children are not determined by their gender.

All our clubs are open to all children for example girls attend football club, boys attend sewing club.

Our sports teams (where appropriate) have an equal gender split.

Our recent series of STEM talks included parents who visited to talk to the children about how they use science in their jobs. Visitors included a nail technician and a builder.

Our Diversity Champions work to ensure equal opportunities across school.

To continue to provide out of school learning opportunities for all children and young people, especially for targeted groups.

We have over 99% participation in our residential visits.

Our children access many activities which are provided through and across the Brigshaw Trust for example MAAT sports event 3 times a year, swimming gala, Trust sports day.

Our PE teams are fully inclusive.

Children take part in a range of educational visits; recent visits have included Bagshaw Museum, Magna, The National Coal Mining Museum and a wildlife park.

Visitors to school and links with other organization enhance the curriculum for all pupils. Visitors have included authors, artists and dance groups. Our children make visits to a local care home.

All children take part in concerts and drama performances.

Review of Evidence of Consideration of Each Protected Characteristic

A review of the eight protected characteristics/groups was completed. We aim to eliminate unlawful discrimination, harassment and victimisation. For each characteristic we aim to advance equality of opportunity and foster good relations between people who share a protected characteristic and those who do not:

Age (as an employer - not applicable to pupils)

Recruitment policies and procedures through the MAAT and previously Leeds City Council reflect best practice.

School welcomes ITT students and offers a range of work experience placements for students from age 16.

We currently have staff up to the age of 65 and also young staff in positions of high responsibility. Full data breakdown is available if requested.

Disability

We aspire to be a dyslexia friendly school.

We have hearing loops installed in our building.

The school has Mindmate Champion status.

The school kitchen provides for a range of special diets.

We run nurture groups (The Nurtury) for our younger children and our pastoral leader works both with children and with families to help their child in school and at home.

We are extremely proud of our links with the East Leeds SILC.

We buy in additional time with a Speech and Language Therapist. We run language groups to develop vocabulary, social skills and communication and have a Speech and Language HLTA who delivers programmes to small groups and individual children.

The majority of our staff are trained in Autism awareness and our lead professional for autism supports children parents and staff with training and resources.

Staff are trained to support pupils with a range of specific needs as required, eg. diabetes, use of epi pen.

School provides or accesses specialist equipment if required.

An accessibility review is regularly undertaken.

We support staff with specialist equipment through access to work reports.

Where appropriate and required adjustments are made to events such as sports days and performances to ensure all children able to fully participate.

We ensure that arrangements for school trips are clear about the need to actively support SEND pupils and pupils with medical conditions enabling full participation in school visits and sporting activities wherever possible.

Effective use is made of delegated resources for SEND.

Additional staffing is provided where needed, to enable children to fully access all areas of school life.

Staff Recruitment and Professional Development: All posts are advertised formally and open to the widest pool of applicants; All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process; Health related questions are not asked until after a job offer is made.

Additional transition activities are organized as appropriate on entry to school and as children prepare to move to high school. Many children who attend through our SILC link transfer mid-year and our SENCo ensures quality transition arrangements.

Sex

Pupils have an equal curriculum.

Sports teams are mixed gender where possible and all clubs are open to boys and girls.

Equal numbers of boys and girls are elected to our Pupil Parliament.

Within the curriculum, particularly in Early Years, we make provision to follow children's interests but we also ensure we broaden their outlook and experiences.

We aspire to include pupils' access to a balance of male and female staff and currently have 4 male teachers and 3 male members of support staff.

Gender reassignment

Within SRE and PSHE lessons we raise awareness and we make use of Barnardo's LGBTQ resources.

Race

We promote racial tolerance and actively challenge any inappropriate language.

We have a thorough hate incident reporting procedure including full follow up. As we are proactive in dealing with such incidents it appears we have more incidents than many similar schools, but this is a reflection of how seriously we treat this matter. A number of recently reported incidents have been by white UK boys to other white UK boys.

The curriculum includes work on immigration including work on bias in reporting. Regularly (but not every year) we mark Black History Month and we have an assembly to mark Holocaust day. Resources are carefully selected to represent our diverse nation. Curriculum planning includes work on inspirational figures from a range of backgrounds, including Nelson Mandella and Rosa Parks.

Pregnancy and maternity

We are a family friendly school. Risk assessments are carried out for pregnant or nursing members of staff and all maternity appointments in work time are honoured and leave granted with pay. Requests for part-time work are always considered by governors. Pregnant staff have been agreed flexible return to work patterns wherever possible.

Religion or belief

Teaching is non-denominational. There are regular opportunities for reflection during collective worship and children write their own prayers and words of reflection. We follow the Leeds Agreed Syllabus in RE and children learn about all religions. The school supports both staff and pupils who wish to take religious holidays and respects individuals need to follow their religion. We mark major celebrations and festivals from a range of religions each year including Holi, Divali and Yom Kippur.

Sexual orientation

Resources (eg. story books) are selected to include reference to a range of different family make-ups. We use the Barnardo's LGBTQ resources in our PSHE curriculum. We are aware that there is some homophobic language around school which we always tackle.

At Kippax Ash Tree Primary School we aim to eliminate discrimination, advance equality and foster good relations. We value and appreciate the diversity of people's backgrounds and circumstances and we expect that discrimination is understood by all members of the community to be completely unacceptable. Due regard to PSED is given when developing and reviewing all school policies.

We have carefully considered and analysed the impact school policies have on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement.

Decision makers in schools are aware of the duty to have "due regard" when making a decision or taking an action and assess whether there are implications for people with particular protected characteristics.

The PSED is integrated into the carrying out of the school's functions, and the analysis necessary to comply with the duty is carried out seriously, rigorously and with an open mind.

The following equality objectives have been agreed (2017) following a review of findings from stakeholders and from school data. The objectives will last for 4 years but progress will be reviewed every 12 months:

- By July 2018, to have included additional activities, visits and visitors in our annual curriculum plans, to give our children opportunities to experience and understand the diverse nature of British society.

Jan 2020

We have developed our own Curriculum 'Voice and Choices' and built in a range of in school experiences, visitors and opportunities. We have further planned a Whole-School Project approach for the final Summer half term. Our intention is to make a whole school visit to places of worship and cultural significance beyond our locality. As this 'project' will be democratically voted for by all children and staff at Easter we allow pupil voice to guide the visit venues.

- To further promote awareness that the opportunities available to our children, both now and in their adult life are not determined by their gender.

Jan 2020

We have planned a range of subject based learning opportunities to challenge gender stereotypes such as women in science talks, we encourage staff to share personal experiences of the ways they have challenged gender stereotyping and therefore act as role-models. In Sept 2019 we launched the Ash Tree values, each 2 weeks the theme of celebration assembly are: Accountability, Success, Honesty, Tolerance, Rights Respecting, Equality or Empathy. The values under-lined allow for themes of gender bias and gender equality to be visited repeatedly. All teaching staff lead assemblies on the 2 weekly theme, therefore sharing a range of perspectives and understanding. In the fortnightly celebration assembly certificates are awarded to pupils demonstrating the quality of the focus theme.

- To work towards fully embedding children's rights throughout the school in its policies, practice and ethos and to gain the Level 2 Rights Respecting School Award.

Jan 2020

Senior leaders attended UNICEF 'Attaining Silver' update training in November 2019. We have implemented class charters linked to the Children's Human Rights articles chosen by each class. An action plan to attain the Silver Level award by Autumn 2020 is in place and in the process of being fully actioned.